DOCUMENT RESUME

ED 118 553 SP 009 841

AUTHOR Kitchens, James D.
TITLE Competency-Based Improvement of Instruction Program in Teacher Education at Southwestern Oklahoma State University.
INSTITUTION Southwestern Oklahoma State Univ., Weatherford.
PUB DATE 75
NOTE 17p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Conventional Instruction; *Educational Change; Guidelines; Higher Education; *Performance Based Teacher Education; *Preservice Education; Program Evaluation; *Program Improvement; Teacher Education

ABSTRACT

The Division of Teacher Education and Psychology at Southwestern Oklahoma State University has developed a unique approach to the task ofimproving teacher education. The uniqueness of the approach lies in (1) the attempt to revise an on-going program without additional funding, personnel, and released time; (2) the use of the basic tenents of competency or performance based teacher education (C/PBTE) as guidelines while retaining those more traditional practices which are considered successful instead of replacing the existing program; (3) the development of a set of competencies out of existing practice and revising these to conform to a desired teacher model rather than beginning with a particular teacher model; (4) the establishment of a system of assessment and evaluation based on an explicit set of competencies encompassing all of the student's learning experiences; and (5) the use of the expertise of local personnel to perform consultative services. (A table comparing traditional education to competency based education and an outline of the program are included) (Author/CD)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED118553

COMPETENCY-BASED IMPROVEMENT OF INSTRUCTION PROGRAM IN TEACHER EDUCATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

at

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY

Weatherford, Oklahoma
1975

SP009 841

Prepared by

James D. Kitchens, Program Coordinator

This document was prepard and disseminated with the assistance of funding provided by an institutional research grant from Southwestern Oklahoma State University.

These materials may be reproduced without explicit permission provided appropriate credit is given to the authors and the project.

PREFACE

Competency/performance based teacher education has enjoyed wide acceptance within the field of education. Many colleges and universities have adopted the basic tenents of this idea as guidelines for the development of new approaches to the education of teachers and administrators.

The Division of Teacher Education and Psychology at Southwestern Oklahoma State University has developed and begun a unique approach to the task of improving teacher education. The uniqueness of the approach lies in the attempt to revise an on-going program without additional funding, personnel, and released time; using the basic tenents of CBTE/PBTE as guidelines while retaining those more traditional practices which are considered successful instead of replacing the existing program; developing a set of competencies out of existing practices and revising these to conform to a desired teacher model rather than beginning with a particular teacher model; devising a system of assessment and evaluation based on an explicit set of competencies and encompassing all of the student's learning experiences; and using the expertise of local personnel to perform consultative services.

The success of the effort is dependent upon the efforts of the staff of the Division of Teacher Education and Psychology, the support of the administration of the Division and the University, the acceptance of the program by students, the cooperation and efforts of public school teachers and administrators, and the support of the State Department of Education. Therefore, we wish to thank all those persons who have contributed to the project through the first three components.

The purpose of this publication and future publications is to solicit professional criticism from interested persons and/or agencies.

Address critiques to:

Dr. James D. Kitchens
Coordinator, Improvement
of Instruction Program
Southwestern Oklahoma
State University
Weatherford, OK 73096

RATIONALE

Two of the most important concepts which have influenced the process of education during the last decade are Accountability and Competency-Based Teacher Education. The underlying assumption; that educational institutions should be accountable for the process and products of their programs, provides the core idea from which improvement of instruction programs can evolve. Recent court cases which involve litigations over the products of instructional programs will serve to add impetus to these efforts.

Historically, efforts in the area of accountability have been confined to the public schools with emphasis on the educational products, the students. Competency-Based Programs which up to this time have emphasized the improvement of the process have been confined primarily to teacher education programs. However, the application of either of these concepts to a program at any level, has immediate implications for the total program at all levels. For example, implementation of an accountability program at the public school level generates the implication that colleges and universities should be accountable for the process and products of teacher education programs.

In response to the opportunities provided by the Oklahoma State Accountability Program and the success of Competency-Based Teacher Education programs at other institutions, the administration and faculty of the Division of Teacher Education and Psychology embarked on a five year program to improve the Teacher Education program in the fall of 1970. The fundamental premise underlying the effort was that a "faculty-designed" model for instructional improvement using the basic tenents of Accountability and Competency-Based Teacher Education as guidelines and consideration of the needs of the public schools in the service area of Southwestern Oklahoma State University, would produce an educator who could succeed in an educational environment with an operational accountability program.

The first step in the program was a series of faculty meetings held during the 1970-71 academic year to make decisions regarding basic rationale for the process. The following enumerated conclusions were reached during these discussions.

(1) The Teacher Education program would be revised during a five year period using the course-transitional approach, incorporating those characteristics of CBTE which seemed to hold promise for program improvement while retaining those characteristics of the existing program which had yielded successful results.

(2) The program would be undertaken with the financial, material, and personnel resources which were already available. Faculty energy and dedication were viewed as the prime resources with no faculty released-time or additional personnel made available. Leadership and Consultant services would be provided by the Division Chairman, Department Directors, and the Coordinator of the Improvement of Instruction Program who would attend training sessions sponsored by the American Association of Colleges of Teacher Education in order to gain expertise in the Consultant role.

(3) The Teacher Model would evolve as a result of scope and sequence studies, formulation of course objectives, translations of objectives to explicit competencies, and translation of competencies to questions included in evaluation instruments which would be completed by students, university faculty, and public school teachers and administrators. The results of the evaluation program, plus perusal of current literature on teaching would be used to program revision which would be self-correcting and dynamic.

(4) Experientation and innovation are key ingredients in the process of instructional improvement. The administration is responsible for the creation of an atmosphere wherein teachers are encouraged to experiment with new ideas and practices in the search for improved results. Teachers have the responsibility to take advantage of the opportunity and use their creative talents to provide input into the process.

(5) In order to provide continuity and facilitate the development of appropriate models, the process of program improvement is conceptualized as progression along a continuum with the characteristics of a "Traditional" program and a "Pure" CBTE program as the extremes. Table 1-Criteria contains a list of comparative criteria which were to be used as guidelines.

Table 1 -- CRITERIA

1. Emphasis on large group instruction and learning.	1. Emphasis on individualization and personalization of learning.
2. Structured to produce the teacher who can succeed in the local environment without an accountability porgram.	2. Structured to produce the teacher who can succeed in many different environments with accountability programs.
3. The role of the teacher is conceived to be that of "Dispenser of Information" and Classroom Manager.	3. The role of the teacher is differentiated to provide for individualization and personalization of instruction.
4. Competencies for each course are determined by the instructor, based on the instructor's concept of teacher roles, and usually not made public in advance.	4. Competencies based on explicit conceptions of teacher roles, formulated by the faculty as a group, and made public in advance.
5. Entrance requirements based on Norm-Referenced Examinations, minimum G.P.A., recommendations, and interviews in special cases.	5. Flexible entrance requirements based on criteria such; as recommendations, interview, counseling self-selection, minimum G.P.A., Criterion-Referenced and Norm-Referenced Examinations.
6. Instruction based on course syllabi prepared by the instructor for each separate course.	6. Instruction based on Learning Modules for the entire program prepared by the faculty working as a group.
7. Teacher-oriented objectives usually stated in general terms and not made public in advance.	7. Student-oriented objectives in harmony with specified competencies stated to permit assessment of student's behavior, and made public in advance.

8. Objectives are usually limited in scope, and restricted to knowledge and skills within the Cognitive Domain.	8. Emphasizes widening the scope of objectives to include cognitive, affective, psychomotor, performance, and consequence objectives.
9. Minimum performance level for objectives is not well established, very few options, lack of comprehensive evaluation of student's performance.	9. Minimum performance level well established, negotiable options, emphasis on evaluation of student performance.
10. "Traditional" course structure is retained. Time constraints are based on semester, trimester, or quarter units.	10. "Traditional" course structure is altered to provide for a variety of learning activities. Student completes objectives at his own pace.
11. Program is university-based with emphasis on entrance requirements and completion of a set of courses. Field experiences are limited to student teaching. Simulation Experiences are provided to a limited degree.	11. Program is field-centered with established Teacher Centers providing for a variety of field experiences such as Observation, Teacher Aides, Internships, Tutorial Activities, and Student Teaching, structured in a hierarchy to provide for role integration.
12. Essentially data-free with evaluations based on student opinionnaires, faculty comments, and results of accreditation agency visits.	12. Data-dependent with evaluation based on an established research system. Feedback is considered an integral part of the evaluation scheme.
13. Emphasis on Entrance Requirements, completion of a set of courses and student teaching with certification as a consequence.	13. Emphasis on Exit Requirements with certification based on completion of a set of objectives with a minimum performance level.
14. Documents, materials and equipment related to the program are kept in various locations with various persons having custodial responsibilities.	14. Documents, materials, and equipment related to the program are kept in a central location designated as a CBTE Module Center or some other appropriate center.

The Competency - Based Improvement of Instruction Program

In the Fall of 1970, the Division of Teacher Education and Psychology of Southwestern Oklahoma State University embarked on a project to improve the teacher education program in all areas. During a series of faculty conferences, it was decided that the basic tenents of existing performance/competency based programs would be used as guidelines in making the transition from the existing program to a competency based program in a five-year time frame. The essential components of the program each of which was to cover one year were outlined as follows.

COMPONENT I

a. Formulation of a systems model for the project.

b. Faculty orientation in the basic concepts of CBTE.

c. Scope and sequence studies of existing courses and programs.

d. Delegation of responsibilities for the various tasks in the process to appropriate individials or committees.

e. Development of learning modules with explicitly stated objectives in selected courses for field-testing on an experimental basis.

COMPONENT II

a. Development of learning modules with explicitly stated objectives in all courses in Elementary, Secondary, and Special Education.

b. Field-testing of learning moduels in selected courses as described in Component I, subcomponent (e).

c. Assessment and evaluation of the results of experimental field testing of learning moduels in selected courses to be used as guidelines in future efforts.

COMPONENT III

a. Implementation of the program in Elementary, Secondary and Special Education.

b. Assessment and evaluation of the results based on feedback.

c. Revision of learning modules as appropriate based on evaluation results.

d. Renovation of existing facilities to facilitate learning activities in the revised program.

COMPONENT IV

a. Translation of objectives to explicitly stated competencies in all undergraduate courses in Elementary, Secondary, and Speical Education.

b. Integration of educational media into learning activities in all courses.

c. Development of assessment instruments for all courses based on the set of compentencies described in sub-component (a).

COMPONENT V

a. Evaluation of the program based on the results of assessment instruments completed by students, university professors, cooperating teachers in public schools and public school administrators.

b. Development of a "teacher" model based on evaluation results.

c. Revision of the program based on the evaluation results and explicit consideration of teacher roles.

d. Development of modules clusters in order to arrange the learning experiences of students into more meaningful sequences.

e. Organization of faculty and professional advisory committees to assist in the development of the program.

At the present time, the Improvement of Instruction Program has entered the beginning stages of Component IV. Some examples of program progress are illustrated on pages 11 and 12. To set the stage for a discussion of plans for the remaining components it seems appropriate to discuss the progress that has been made up to this time.

A systems model for the project has been developed and serves as a guide for efforts in the project. A schematic of the model appears on page 8. Faculty orientation in the basic concepts of CBTE was conducted by the program coordinator who gained expertise by attending training institutes sponsored by the American Association of Colleges of Teacher Education. Scope and sequence studies of existing courses in Elementary and Secondary Education were completed under the guidance of the Director's of the respective programs, using committees or individuals as appropriate.

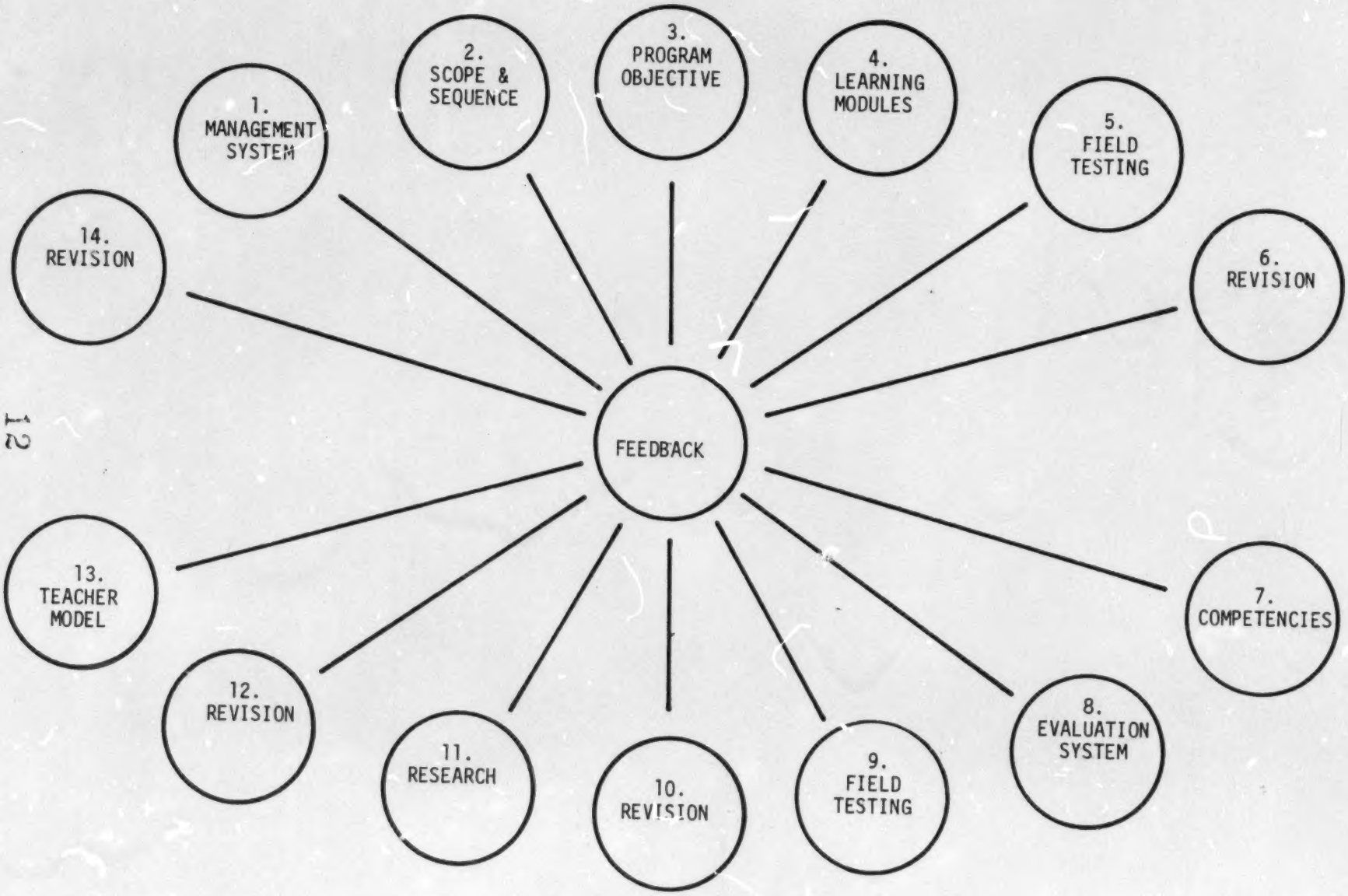
The course titled "Methods and Materials in Secondary Eduation" was selected for revision and field testing on an experimental basis. The course was modularized with emphasis on explicity stated objectives, learning experiences in harmony with objectives, and evaluation based on the development of skills related to teaching. Minor revisions were made in the traditional course structure and the revised course was field tested in the Fall of 1971. Feedback from students who completed the course and later engaged in student teaching was used to revise the learning modules. Field testing of learning modules was completed during the second semester of the 1971-72 academic year and the effort to revise the course was considered successful. As a consequence of this success, it was decided that the effort would be expanded to revise the Teacher Education program in Elementary, Secondary, and Special Education and begin field-testing as soon as possible. Accordingly, courses were revised and field-testing was begun in the Fall Semester of 1972, and continued in the Spring Semester of 1973.

Assessment and evaluation of the results of field testing of learning modules have been conducted using opinionnaires completed by students, public school teachers and administrators. As a result of the responses to these queries, the program has been implemented in Elementary, Secondary, and Special Education. Existing facilities in the Education Building have been renovated to allow for large group, small group and individualized instruction in the center and to facilitate the integration of educational media into learning activities in all courses.

As a result of the effort to improve the Teacher Education Program at Southwestern Oklahoma State University we have reached some conclusions which could be helpful to others who are engaged in similar efforts.

SYSTEMS MODEL FOR THE IMPROVEMENT OF

INSTRUCTION PROGRAM



1. A faculty member should be given the overall responsibility for development and coordination of the program with all interested persons and agencies. These persons should be responsible for the following activities and any other duties which evolve during the process.

a. Development of expertise in curriculum development, specifically in the area of CBTE.

b. Acquisition of training as a CBTE Consultant. (AACTE conducts such programs on a regular basis.)

c. Development of an overall program model, teacher model, and systems model for the process.

d. In-service training for faculty members who will be engaged in the program.

e. Coordination of program elements with other departments of the college or university, public schools, supervisory agencies, and other interested persons, or agencies.

f. Dissemination of information concerning the program.

g. Development and implementation of ideas concerning management, evaluation, central themes, and innovations to be incorporated in the program.

2. Constraints imposed by traditional practices should not be considered as "roadblocks" but rather as "signposts" which provide directions as the program evolves.

3. The question of faculty committment becomes essentially moot if students, and user agencies such as the public schools perceive the program as an improvement over the traditional program.

4. The concept of "salesmanship" should not be overlooked especially in the early phases of the program. Faculty members should be encouraged to develop a positive approach to the process.

5. The key ingredient in the process is faculty effort. No amount of financial support, released time, or additional personnel can replace effort. Total faculty involvement is a necessity. Improvement of instruction is <u>work</u>.

The concept of accountability in public service is not new. A search of American history will reveal that the idea was first stated by Thomas Jefferson who said that one of the fundamental guidelines of his administration was that governmental agencies would be accountable to the electorate for the results of programs that were devised to implement Congressional decisions.

FUTURE PLANS

As previously indicated, the Improvement of Instruction Program at Southwestern Oklahoma State University has reached the end of Component III and the emphasis is presently on the following activities: (1) Translation of objectives from all courses into explicitly stated competencies and (2) development of assessment instruments for all learning activities based on the set of competencies. Evaluation instruments will be administered and completed by key persons at the following stages of the program: (1) by students at the end of each course, (2) by university professors at the end of each course, (3) by students at the end of the professional semester, (4) by college supervisors and cooperating teachers at the end of the professional semester, and (5) by public school administrators at the end of the student's first year in teaching.

Also, each university professor will complete an evaluation of each student's ability to demonstrate competencies as an on-going effort and provide learning experiences to help those students who lack competencies to develop these. University professors will provide assistance to students; cooperating teachers, and univesrity supervisors during the student-teaching phase of the program.

The effort to incorporate educational media into learning activities will continue as an on-going activity. Also, efforts will begin shortly to develop the undergraduate program in the Department of Psychology using the existing systems model. When all undergraduate programs in the Division of Teacher Education and Psychology are revised, then efforts will begin to complete this process in all graduate programs within the Division.

As indicated in Component V, sub component (e) faculty and professional advisory committess will be appointed to assist in the development of the program. In conclusion, the results thus far have been very encouraging and provide considerable encouragement to continue our efforts.

EXAMPLE OF PROGRAM PROGRESS

OBJECTIVES

(TRADITIONAL)					(CBTE)
COGNITIVE	AFFECTIVE	PSYCHOMOTOR	PERFORMANCE	CONSEQUENCE	

TEACHER ROLES

(TRADITIONAL)					(CBTE)
INFO DISPENSER	CLASSROOM MANAGER	SMALL GROUP LEADER	INDIVIDUALI-ZATION	PERSONALI-ZATION	CREATOR OF LEARNING ENVIORONMENT

EXAMPLE OF PROGRAM PROGRESS

FIELD EXPERIENCES

(TRADITIONAL) (CBTE)

STUDENT TEACHING	OBSERVATION	TEACHER AIDES	TUTORIAL ACTIVITIES	INTERNSHIP	ROLE INTEGRATION

COURSE CHARACTERISTICS

(TRADITIONAL) (CBTE)

LECTURE BASED	NORM REFERENCED EXAMINATIONS	SIMULATION ACTIVITIES	FIELD ACTIVITIES	CRITERION REFERENCED EXAMINATIONS	INTEGRATION

COOPERATING AGENCIES AND STAFF

Office of the State Superintendent of Public Instruction:

Dr. Leslie Fisher	Superintendent of Public Instruction
Mr. E.H. McDonald	Deputy Superintendent of Public Instruction
Mr. Ronald Carpenter	Director, Teacher Education Section

Southwestern Oklahoma State Univesrity Administration:

Dr. Leonard G. Campbell	President
Dr. Louis Morris	Dean of Instruction
Dr. Earl A. Reynolds	Chairman, Division of Teacher Education and Psychology

Directors and Coordinators of the Division of Teacher Education and Psychology:

Dr. John Ludrick	Assistant to the Chairman, Division of Teacher Education and Psychology, Director of Media Services
Dr. Harold Budde	Director, Psychology
Dr. Grace Burcham	Directory, Elementary Education
Dr. Ruby Gartrell	Director, Counselor Education
Dr. Gary Gilliland	Director, Secondary Education
Dr. Morris Robertson	Director, Student Teaching
Dr. James D. Kitchens	Coordinator, Improvement of Instruction Program